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ABSTRACT

An instrument for analyzing career education curriculum materials for grades K-12 is presented. The Social Science Education Consortium (SSEC), Inc. staff designed the analysis instrument to check the educational soundness and accuracy of career education materials. The booklet is divided into two main sections. Part I is a modified version of the Curriculum Materials Analysis System (CMAS) (Morrissett, et al., 1971). It contains five sections of the instrument: (1) Product Characteristics; (2) Educational Quality of Materials; (3) Career Education Content; (4) Conditions of Use; and (5) Overall Evaluation. The questions about career education content focus specifically on the treatment of careers in the materials and analyze issues such as realism, accuracy, and interdependent relationships within society. Part II of the booklet is an abbreviated version of the instrument to be used when a quick evaluation of materials is necessary. The analysis instrument is part of a series of three books to help infuse career education in the social studies. (Author/JR)

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CAREER EDUCATION MATERIALS ANALYSIS INSTRUMENT

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Introduction

In July 1975, the Social Science Education Consortium, Inc., (SSEC) received a grant from the U.S. Office of Education for the analysis of career education materials and their integration into the K-12 social science curriculum.

One of the major tasks of the project was to collect and analyze career education/social studies curriculum materials, defined as any set of materials having both a student and a teacher component (for example, student text and teacher's guide or multimedia kit with teacher's handbook). To analyze these materials, the SSEC career education staff developed the analysis instruments which follow. The instruments have been reviewed and approved by members of the project's National Review Panel.

The analysis instruments are designed to aid classroom teachers who are preparing curricula for career education by providing them with instruments for analyzing the educational soundness and accuracy of materials. It is hoped that the instruments will enable teachers to avoid materials which are biased or unrealistic and to select, instead, materials which are high in quality and well suited to student needs. It should be pointed out that the instruments were designed to assist practitioners in assessing career education materials rather than career education programs.

The analysis instruments are adapted from the *Curriculum Materials Analysis System* (CMAS) (Irving Morrissett, et al., 1971), a product of the SSEC which has been used to analyze a variety of curriculum materials, and from the Assessment Instrument used in *A Systematic Approach to Evaluating Career Education Materials at the Local Level* (Peat, Marwick, Mitchell and Company 1974).

Four sections of the long form deal primarily with the educational quality of materials. These sections are 1.0 Product Characteristics, 2.0 Educational Quality of Materials, 4.0 Conditions of Use, and 5.0 Evaluation.

The questions in Section 3.0, Career Education Content, focus specifically on the treatment of careers in the materials and analyze issues such as realism, accuracy, and interdependent relationships within society.

General Instructions for Using the Career Education Materials Analysis Instrument--Long Form

The questions asked in the analysis instrument require a scaled response. A typical scale is shown below.

/ / / / / / / / /___/
1 2 3 4 5 6 7 Score

Inaccurate Accurate

The analyst is asked to check the number on this scale that he or she feels best answers the question and then to record this score in the space provided to the right of the scale. The scale allows the analyst to rate the materials using gradations from a low of one to a high of seven, with four indicating the scale's midpoint.

In some cases there will be no score, as information necessary to answer certain questions may not be available. The analyst can indicate this by checking the box labeled *unavailable* which appears at the end of these questions.

/ / / / / / / / /___/ /___/
1 2 3 4 5 6 7 Unavailable Score

Other questions may not be applicable to the material being analyzed. The analyst can indicate this by checking the box labeled *not applicable*. If this is the case, the score will be 3 points. This is less than the median score, but not so low as to significantly lower the total.

/ / / / / / / / /___/ /___/
1 2 3 4 5 6 7 Not Applicable (3 Points) Score

At the end of Sections 2.0, 3.0, 4.0, and 5.0 provisions have been made for rejecting (exiting) materials which do not meet the standards set forth in this analysis instrument. The scores for the questions should first be totaled. The total points for the task should then be recorded in the table of section scores on page 5. To decide if the materials are to be accepted or rejected, the total points scored should be compared to the minimum required score given at the end of each task. This minimum score is an average of 4.5 points per question (exception--see explanation of question 2.17 on page 10). If the total points scored for the materials being analyzed are *equal to* or *greater than* the minimum required score, the

analyst should check the blank indicating that the materials have been accepted and proceed to the next task.

Accepted __X__ Rejected _____ Exit _____

If the total points scored for the materials being analyzed are *less than* the minimum required, the analyst should check the blank indicating that the materials have been rejected.

Accepted _____ Rejected __X__ Exit _____

If this is the case, *the analyst has the option of continuing the analysis or checking the appropriate exit point and recording the exit on page 4.*

Accepted _____ Rejected _____ Exit __X__

Analysts may wish to exercise the option of continuing the analysis if they feel the materials warrant further study.

The Summary Evaluation on page 5 allows the analyst an opportunity to make a final recommendation on the materials analyzed. The highest rating, High Usefulness, indicates that the materials scored an average of 5.5 to 7.0 points per question (exception--see explanation of question 2.17 on page 10). The middle rating, Average Usefulness, indicates that the materials scored an average of 2.5 to 5.5 points per question. The lowest rating, Low Usefulness, indicates that the materials scored an average of 2.5 points or below per question. This recommendation should be recorded under Summary Rating of the Material on page 4.

At the end of each task, space has been provided for the analyst to write notes or comments about the materials. The analyst will find these comments particularly helpful in writing the Summary Description and Final Comments (page 5). These final comments are crucial to the selection/rejection process, in offering a verbal explanation of the analyst's perception of the materials.

Career Education Materials
Analysis Instrument--Long Form

Title of Materials: _____

_____

From Series or Package: _____

Author, Developer, or Editor: _____

Publisher/Source and Complete Address: _____

_____

_____

_____

_____

ERIC Retrieval Number (if in ERIC system): _____

Date Published: _____

Cost (if known): _____

These Items Should Be Filled In After the Analysis Is Completed:

Exited at Exit 1 (from page 12) _____

Exited at Exit 2 (from page 16) _____

Exited at Exit 3 (from page 18) _____

Exited at Exit 4 (from page 20) _____

Summary Rating of the Material (refer to page 5):

_____ High Usefulness

_____ Average Usefulness

_____ Low Usefulness

Analyst: _____

Date: _____

Summary Evaluation

(Record the appropriate information when the analysis is completed.)

Section Scores

Section Number and Title	Maximum Points Possible	Score
2.0 Educational Quality of Materials	119	
3.0 Career Education Content	126	
4.0 Conditions of Use	49	
5.0 Overall Evaluation	63	
TOTALS:	357	

Final Recommendation:	Check
High Usefulness: most useful (Score 259-357)	____
Average Usefulness: useful if nothing of high-level rating is available (Score: 118-258)	____
Low Usefulness: useful only if nothing else is available (Score: 0-117)	____

Please record this recommendation on page 4.

Summary Description and Final Comments:

1.0 Product Characteristics

This section gives a general overview of the physical and descriptive characteristics of the materials.

1.1 Indicate the major content foci

Career Education _____

Social Sciences _____

Specify the most prominent discipline or disciplines in the materials by ranking them "1," "2," "3" in order of prominence. If they cannot be distinguished, check (X) those disciplines treated. If more than three disciplines are prominent, mark either *interdisciplinary* (*combining* several disciplines in one field of study) or *multidisciplinary* (approaching one field of study from the point of view of two or more disciplines, each of which is treated *separately*).

Anthropology _____

Economics _____

Geography _____

History _____

Political Science _____

Psychology _____

Social Psychology _____

Sociology _____

Interdisciplinary _____

Multidisciplinary _____

Other (Specify; for example, values, women's studies) _____

_____

1.2 Indicate career cluster(s) dealt with in the materials, if applicable (X). (This question also applies to materials which treat clusters without labeling them as such.)

*Agri-Business and Natural Resources _____

Business and Office _____

Communications and Media _____

Consumer and Homemaking _____

Environmental Control _____

Fine Arts and Humanities _____

Construction _____

Health _____

Hospitality and Recreation _____

Manufacturing _____

Marine Science _____

*Identified by United States Office of Education.

Marketing and Distribution _____

Personal Services _____

Public Services _____

Transportation _____

/___/ Not Applicable

1.3 For what grade level or levels are these materials most appropriate?

As indicated by the author/publisher _____

/___/ Unavailable

*As indicated by the analyst _____

1.4 These materials are suitable for students of what academic status?

As indicated by the author/publisher

Gifted _____ Slow learner _____

Average _____ All students _____

/___/ Unavailable

As indicated by the analyst

Gifted _____ Slow learner _____

Average _____ All students _____

1.5 Do the developers/publishers recommend inservice teacher training in the content of these materials?

Yes _____ No _____

If yes, is this training provided?

Yes _____ No _____

1.6 Do the developers/publishers recommend inservice teacher training in the suggested strategies of these materials?

Yes _____ No _____

If yes, is this training provided?

Yes _____ No _____

1.7 For what educational time block are these materials prepared?

Single Lesson _____ Year-long course _____

Unit or minicourse _____ Course supplement _____

Semester _____ Other (Specify) _____

/___/ Unavailable

*The developers suggest that the analyst may wish to consult E. Fry. "A Readability Formula That Saves Time." *Journal of Reading*, Vol. II (April 1968) pp. 513-16.

1.8 Which of the following components are included in the materials package?

Printed Materials			Cost
Student Text	_____		_____
Other printed student materials (Specify)	_____		_____
Teacher's Guide	_____		_____
Other printed teacher materials (Specify)	_____		_____
Multimedia Materials		**How Many?**	
Film(s)	_____	_____	_____
Filmstrip(s)	_____	_____	_____
Record(s)	_____	_____	_____
Cassette(s)	_____	_____	_____
Other media (Specify; for example, posters, photographs)	_____	_____	_____
Manipulative Materials			
(Specify)	_____		_____
	_____		_____
	_____		_____
	_____		_____
Other Materials (Specify)	_____		_____

1.9 In some cases all components identified in Section 1.8 will not be analyzed; for example:

a. If the materials package includes many similar components, only a sampling might be analyzed.

b. If certain components of the materials package can be used independently, they might be analyzed separately.

c. If certain components not necessary for the successful use of the materials are too expensive, they may be ommited from the analysis.

This evaluation will analyze the following items:

2.0 Educational Quality of Materials

This section of the analysis concerns the rationale, objectives, instructional theory, and teaching strategies present in the materials.

2.1 Rationale and Objectives

A *rationale* is a philosophic position on education held by a curriculum developer. It consists of the assumptions and goals which the developer uses as guides and criteria for the selection and ordering of objectives, content, strategies, and evaluation processes in the curriculum.

Objectives of curriculum materials are statements that indicate the ways in which students are expected to change their thinking, values, and actions as a result of using the materials.

Cognitive objectives examine the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective objectives examine the presence of values and attitudes in the materials and the commitments to beliefs or actions promoted by the materials.

2.11 Is the author's rationale well developed and clearly stated in the materials or does it seem that no rationale exists?

/__/__/__/__/__/__/__/ /____/

1 2 3 4 5 6 7 Score

Nonexistent or impossible to discover — Well developed and clearly stated

2.12 How clear is the author in setting forth cognitive objectives?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Very obscure — Very clear (3 Points)

2.13 How clear is the author in setting forth affective objectives?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Very obscure — Very clear (3 Points)

2.14 Is a balance achieved between affective and cognitive objectives?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Poorly balanced — Balanced (3 Points)

2.15 If not balanced, which objectives are emphasized? (See question 2.14)

Cognitive _____

Affective _____ /____/

Not Applicable

2.16 To what extent is the content of the materials adequate to reach the objectives?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Inadequate More than adequate (3 Points)

*2.17 To what extent do the materials attain the following career education objectives:

a. increase students' self-awareness?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

b. increase students' awareness of and knowledge about career/life roles?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

c. promote students' understanding of the relationship between education and life roles?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

d. increase students' economic understanding?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

e. improve students' decision-making skills?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

f. develop and improve student's employability skills (for example, cognitive, reading, language, communication, computational, manual, social)?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

minimal extent Great extent

g. develop students' appreciations, attitudes, and values consistent with self and social fulfillment?

/___/___/___/___/___/___/___/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent

*Adapted from the basic Career Education Elements included in "Developmental Program Goals for the Comprehensive Career Education Model," Preliminary Edition. Columbus, OH: Center for Vocational and Technical Education. The Ohio State University, 1972.

2.2 Instructional Theory and Teaching Strategies

Instructional theory involves the developer's philosophy of how students learn. It concerns achieving curricular objectives by acquiring knowledge, demonstrating skills, and valuing. *Teaching modes* are general teaching approaches used to carry out instructional theory (for example, inquiry, discovery, directed discussion). *Teaching strategies* are specific activities or patterns of action aimed at accomplishing curricular objectives (for example, role playing, question/answer).

2.21 How clear is the author in setting forth instructional theory?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
Obscure Clear (3 Points)

2.22 How clear is the author in setting forth teaching modes?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
Obscure Clear (3 Points)

2.23 What are the principal teaching modes identified by the author to be employed in teaching the materials? Check (X) appropriate modes.

Discovery _____
Directed Discovery _____
Programmed Instruction _____
Lecture _____
Individualized Instruction _____
Directed Discussion _____
Written Communication _____
Other (Specify) _____

2.24 How clear is the author in setting forth specific teaching strategies?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
Obscure Clear (3 Points)

2.25 What are the teaching strategies present in the materials?

Discussion _____
Question/Answer _____
Role Playing/ Dramatization _____
Simulation/Games _____
Problem Solving/ Decision Making _____
Written Work _____
Audiovisual _____
Case Studies _____
Research Projects _____
Field Trips _____
Supervised Work Experience _____
Demonstrations _____
Community Activities _____
Other (Specify) _____

2.26 Is the format of the materials adequate for easy usage?

/ / / / / / / /
1 2 3 4 5 6 7 /___/ Score
Inadequate Adequate

2.27 How consistent are the rationale and objectives with the instructional theory/teaching strategies?

/ / / / / / / / /___/ /___/
1 2 3 4 5 6 7 Not Applicable Score
Inconsistent Consistent

Task 2.0

Total score possible / 119/

Total score for these materials
(record score on page 5) /___/

If the total score for this section is less than 48 it is suggested that the assessment process stop and that the materials be exited (rejected).

NOTE: The score *must* include at least three ratings of six or more on question 2.17. Also for this question, note that no points are given if the objective is *Not Applicable*.

Accepted _____

Rejected _____

Exit 1 _____
(record Exit on page 4)

Notes or comments:

3.0 Career Education Content

This section concerns the quality of information on career education presented in the materials and the appropriateness of the student attitudinal and behavioral changes expected from use of the materials. The analysis focuses on format, realism and accuracy, and interdependent relationships within society.

3.1 Format

Format concerns the organization and visual presentation of materials.

3.11 Which stage(s) of career education do the materials treat?

Career Awareness _____

Career Exploration _____

Career Preparation _____

3.12 Are the career education clusters identified in question 1.2 treated separately (by chapter, section) or are they treated within the general context of the materials?

Separately _____

In general context _____

/____/
Not Applicable

3.13 How well do the materials visually illustrate the concepts they intend to teach (for example, with photographs, pictures, drawings, graphs, tables, charts)?

/ / / / / / / /
1 2 3 4 5 6 7
Not at all To great extent

/____/
Score

3.2 Realism and Accuracy

This section is concerned with the genuineness of career/life roles as protrayed in the materials.

3.21 In general, how realistically are careers presented in the materials?

/ / / / / / / /
1 2 3 4 5 6 7
Unrealistic Realistic

/____/
Not Applicable
(3 Points)

/____/
Score

3.22 To what extent do the materials accurately and objectively present descriptions of lifestyles and social conditions associated with the career categories involved?

/ / / / / / / /
1 2 3 4 5 6 7
Minimal extent Great extent

/____/
Not Applicable
(3 Points)

/____/
Score

3.23 To what extent do the materials prepare the student to deal with social change, uncertainty, and future alternatives?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent (3 Points)

3.24 Do major omissions or over-generalizations relating to career descriptions distort the accuracy of the materials?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Major omissions No major omissions (3 Points)

3.25 To what extent is the content based on currently valid knowledge of human experience, culture, and beliefs?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent (3 Points)

3.26 How free are the materials of racial and/or ethnic bias?

/__/__/__/__/__/__/__/ /____/

1 2 3 4 5 6 7 Score

Biased Free of Bias

3.27 How free are the materials of sex role stereotyping?

/__/__/__/__/__/__/__/ /____/

1 2 3 4 5 6 7 Score

Much stereotyping No stereotyping

3.28 To what extent do the materials belittle the importance of any job?

/__/__/__/__/__/__/__/ /____/

1 2 3 4 5 6 7 Score

Great extent Minimal extent

3.29 To what extent do the materials contain diverse role-models to which a member of a minority group can relate (for example, Blacks, Chicanos, Jewish people, women)?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent (3 Points)

3.2.1 To what extent do the materials include persons from a variety of ethnic groups?

/__/__/__/__/__/__/__/ /____/ /____/

1 2 3 4 5 6 7 Not Applicable Score

Minimal extent Great extent (3 Points)

3.3 Interdependent Relationships Within Society

This section concerns the author's perception of individual roles and career roles in society.

3.31 To what extent do the materials emphasize the role the individual plays in society?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.32 To what extent do the materials emphasize the role society plays in structuring the lives of individuals?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.33 To what extent do the materials emphasize an interrelationship among individuals or groups in society?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.34 To what extent do the materials emphasize the role careers play in society?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.35 To what extent do the materials emphasize an interrelationship among careers in society?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.36 To what extent do the materials emphasize the role geographic regions play in career decisions?

/__/__/__/__/__/__/__/ /____/ /____/
1 2 3 4 5 6 7 Not Applicable Score
No emphasis Much emphasis (3 Points)

3.37 Self-concept tends to affect every aspect of one's life, including career roles and relationships with others. To what extent do the materials attempt to improve the student's self-concept?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Score
Minimal extent Great extent

Task 3.0

Total score possible / 126/

Total score for these materials
(record score on page 5) /___/

If the total score for this section is less than 81 it is suggested that the assessment process stop and that the materials be exited (rejected).

Accepted _____

Rejected _____

Exit 2 _____
(record Exit on page 4)

Notes or comments:

4.0 Conditions of Use

This section deals with the conditions under which materials can be used. Conditions relating to pupils, teachers, general curricula, schools, and communities will be analyzed. Responses will reflect the opinion of the analyst.

4.1 How useful are these materials for students of slow, average, and gifted academic status? State which: _____ _____

/___/___/___/___/___/___/___/ /___/
1 2 3 4 5 6 7 Score
Not useful Very useful

4.2 How useful are these materials for physically handicapped students? (Consider the specific handicaps of your students when answering this question.)

/___/___/___/___/___/___/___/ /___/ /___/
1 2 3 4 5 6 7 Not Applicable Score
Not useful Very useful (3 Points)

4.3 How useful are these materials for bilingual or bicultural students? (Consider the ethnic and linquistic backgrounds of your students when answering this question.)

/___/___/___/___/___/___/___/ /___/ /___/
1 2 3 4 5 6 7 Not Applicable Score
Not useful Very useful (3 Points)

4.4 Are these materials equally useful with students of either sex?

/___/___/___/___/___/___/___/ /___/
1 2 3 4 5 6 7 Score
Useful/one sex Useful/both sexes

4.5 To what extent are the necessary resource materials included in the curriculum unit? (Will teacher have to consult additional sources in order to use materials?)

/___/___/___/___/___/___/___/ /___/
1 2 3 4 5 6 7 Score
Many additional sources required No additional sources required

4.6 To what extent do the materials offer opportunity for integration of career education with the existing curriculum?

/___/___/___/___/___/___/___/ /___/
1 2 3 4 5 6 7 Score
Minimal extent Great extent

4.7 To what extent may the materials be adapted to most school and community conditions (for example, urban/suburban/rural, integrated/segregated)?

/ / / / / / / /
1 2 3 4 5 6 7 /___/ Score

Not adaptable — Easily adaptable

Task 4.0

Total score possible / 49 /

Total score for these materials (record score on page 5) /___/

If the total score for this section is less than 31 it is suggested that the assessment process stop and that the materials be exited (rejected).

Accepted _____

Rejected _____

Exit 3 _____
(record Exit on page 4)

Notes or comments (Specify any other special conditions necessary--for example, equipment, facilities, scheduling, staffing, community resources):

5.0 Overall Evaluation

This section concerns provisions for student evaluation, materials evaluation, and the overall rating of the materials by the analyst.

5.1 Student Evaluation

5.11 How sound are techniques and procedures for evaluation of students?

/ / / / / / / /
1 2 3 4 5 6 7
Unsound Sound

/ / Not Applicable (3 Points)

/ / Score

5.12 Are the methods for measuring student achievement consistent with the expected outcomes or objectives?

/ / / / / / / /
1 2 3 4 5 6 7
Inconsistent Consistent

/ / Not Applicable (3 Points)

/ / Score

5.2 Materials Evaluation

5.21 In general, how successful are the materials as reported on the basis of use in the field?

/ / / / / / / /
1 2 3 4 5 6 7
Unsuccessful Successful

/ / Unavailable

/ / Score

5.22 Have the materials been revised based on field testing or other user feedback?

/ / 1 Yes / / 7 No

/ / Unavailable

/ / Score

5.23 Brief description of evaluative data (for example, formal field-test results, informal teacher feedback, journal articles, dissertations).

5.3 Overall Evaluation

5.31 In general, how sound is the substantive content of these materials?

/ / / / / / / /
1 2 3 4 5 6 7
Unsound Sound

/ / Score

5.32 In general, how sound are the instructional theories and methods presented in the materials?

/ / / / / / / /
1 2 3 4 5 6 7 — /__/ Score

Unsound — Sound

5.33 In general, how innovative are these materials?

a. Substantive Content

/ / / / / / / /
1 2 3 4 5 6 7 — /__/ Score

Traditional — Innovative

b. Instructional Methods

/ / / / / / / /
1 2 3 4 5 6 7 — /__/ Score

Traditional — Innovative

5.34 In general, of what quality is the physical and technical presentation of the materials?

/ / / / / / / /
1 2 3 4 5 6 7 — /__/ Score

Poor quality — Excellent quality

Task 5.0

Total score possible / 63 /

Total score for these materials
(record score on page 5) /__/

If the total score for this section is less than 40 it is suggested that the assessment process stop and that the materials be exited (rejected).

Accepted _____

Rejected _____

Exit 4 _____
(record Exit on page 4)

Notes or comments:

Career Education Materials

Analysis Instrument--Short Form

Career Education Objectives

1. To what extent are the materials designed to help students increase self-awareness?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

2. To what extent are the materials designed to help students increase their awareness of and knowledge about career/life roles?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

3. To what extent are the materials designed to help students gain an understanding of the relationship between education and life roles?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

4. To what extent are the materials designed to help students increase their economic understanding?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

5. To what extent are the materials designed to help students improve their decision-making skills?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

6. To what extent are the materials designed to help students develop and improve employability skills (for example, cognitive, reading, language, communication, computational, manual, social)?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

7. To what extent are the materials designed to help students develop appreciations, attitudes, and values consistent with self and social fulfillment?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / Not Applicable /___/

Minimal extent Great extent

Content

8. How well do the materials illustrate the concepts they intent to teach (for example, with photographs, pictures, drawings, graphs, tables, charts)?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

9. In general, how realistically are careers presented in the materials?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Not Applicable
Unrealistic Realistic

10. To what extent do the materials prepare students to deal with social change, uncertainty, and future alternatives?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

11. How free are the materials of racial and/or ethnic bias?

/__/__/__/__/__/__/__/
1 2 3 4 5 6 7
Biased Free of bias

12. How free are the materials of sex-role stereotyping?

/__/__/__/__/__/__/__/
1 2 3 4 5 6 7
Stereotyped Free of stereotypes

13. To what extent do the materials belittle the importance of any job?

/__/__/__/__/__/__/__/
1 2 3 4 5 6 7
Great extent Minimal extent

14. To what extent do the materials contain diverse role models to which a member of a minority group can relate (for example, Blacks, Chicanos, Jewish people, women)?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

15. To what extent do the materials emphasize the role the individual plays in society?

/__/__/__/__/__/__/__/ /____/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

16. To what extent do the materials emphasize the role society plays in structuring the lives of individuals?

/ / / / / / / / /___/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

17. To what extent do the materials emphasize an interrelationship among individuals, groups, or careers in society?

/ / / / / / / / /___/
1 2 3 4 5 6 7 Not Applicable
Minimal extent Great extent

Overall Evaluation

18. To what extent do the materials offer opportunity for integration of career education with the existing curriculum?

/ / / / / / / /
1 2 3 4 5 6 7
Minimal extent Great extent

19. In general, how sound is the substantive content of these materials?

/ / / / / / / /
1 2 3 4 5 6 7
Unsound Sound

20. In general, how sound are the instructional theories and strategies presented in the materials?

/ / / / / / / /
1 2 3 4 5 6 7
Unsound Sound

21. In general, of what quality is the physical and technical presentation of the materials?

/ / / / / / / /
1 2 3 4 5 6 7
Poor Excellent

22. In general, to what degree would you recommend these materials be used?

/ / / / / / / /
1 2 3 4 5 6 7
Not recommended Highly recommended

REFERENCES

Morrissett, Irving, et al. *Curriculum Materials Analysis System. Long Form.* Boulder, CO: Social Science Education Consortium, Inc., 1971.

Peat, Marwick, Mitchell and Company. *A Systematic Approach to Evaluating Career Education Materials at the Local Level.* Washington, DC: Office of Career Education, USOE, 1974.